



Higher National Unit specification

General information

Unit title: Text and Performance

Unit code: H4TN 34

Superclass: LC

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Unit purpose

The purpose of this Unit is to enable learners to actively engage with and explore dramatic texts. Learners will develop a theoretical understanding of text, and then work practically through the selected text(s) from a recognised theatrical form or era. Learners will be required to contextualise and demonstrate their interpretation of the text in terms of its form/era. Extracts will be selected and practically explored within class.

The Unit is primarily intended for learners on acting courses, but may also be of use to learners on other performing arts courses. The Unit may underpin written and practical knowledge and assessment requirements for other Units including Acting, Voice, Movement, Production and Graded Units.

Outcomes

On successful completion of the Unit the learner should be able to:

- 1 Read and analyse selected text(s).
- 2 Investigate characterisation of a selected text through dramatist's use of language.
- 3 Demonstrate a practical understanding and approach to performance.

Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

Higher National Unit specification: General information (cont)

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Recommended entry to the Unit

Access will be at the discretion of the centre and the following recommendations are for guidance only. Where a learner has achieved the course entry criteria for HNC/HND Acting and Performance, they will have shown sufficient knowledge and skills for access to this Unit. For this Unit, learners may find it beneficial to have some acting and/or directing experience.

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.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

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.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

Higher 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.

The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory

Please refer to *Knowledge and/or Skills for the Unit* and *Evidence Requirements for the Unit* after the Outcomes.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Read and analyse selected text(s).

Knowledge and/or Skills

- ◆ Dramatic forms/ eras
- ◆ Dominant themes and issues
- ◆ Social/historical/political backdrop
- ◆ Dramatic structure of text
- ◆ Theatrical context
- ◆ Dramatist's intention/s

Outcome 2

Investigate characterisation of a selected text through dramatist's use of language.

Knowledge and/or Skills

- ◆ Style and content
- ◆ Speech shapes and patterns
- ◆ Language terms
- ◆ Structures and rhythms
- ◆ Genre and tone
- ◆ Punctuation
- ◆ Prose and verse
- ◆ Imagery

Higher National Unit specification: statement of standards (cont)

Unit title: Text and Performance

Outcome 3

Demonstrate a practical understanding and approach to performance.

Knowledge and/or Skills

- ◆ Characterisation
- ◆ Vocal connection
- ◆ Physical connection
- ◆ Mental connection
- ◆ Performance style
- ◆ Subtext

Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their Knowledge and Skills by showing that they can:

Outcome 1 — Provide written and/or oral evidence to demonstrate a working knowledge of criteria listed in Outcome 1 through: discussion, analysis and self-directed study. They will demonstrate that they have the ability to contextualise one or more texts.

Outcome 2 — Participate in discussion and practice on a selected text, looking directly at language and how this is used to define character; communicate performance style and characteristics and carry the themes and intentions of the playwright. Learners should demonstrate understanding of how the dramatist uses language.

Outcome 3 — Explore a text practically through class-based exercises. They will demonstrate effective understanding and use of language and a clear performance style.

Outcomes 2 and 3 will be assessed using assessor observation checklists.



Higher National Unit Support Notes

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Unit Support Notes are offered as a guidance and 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 an optional Unit within the HN Acting and Performance framework. As such, it may be taught alongside other Units which would provide further opportunities for deepening understanding of text and performance as well as integrated assessment.

The Unit has been designed to allow learners the opportunity to develop a deeper textual understanding and analytical approach to plays. Whilst it is not designed to be a literature Unit, centres may wish to develop a textual approach to broaden the learner's ability towards research, and how to apply this in the rehearsal studio.

The Unit is designed to equip learners with the skills required for preparing and performing dramatic text. These skills may be developed through practical exploration of the nature of theatrical performance, and centres may wish to make some reference to the work of influential theatre practitioners such as Stanislavski, Artaud, Brecht, Brook, Grotowski, as well as contemporary practice and practitioners. These references should be used to enhance a learner's understanding of performance specifically in relation to the chosen text for study or exploration.

Outcome 1

Areas of study for learners may include the following:

Dramatic texts

Published work ranging from classical to contemporary texts to devised work or extemporised texts. Tutors may choose to introduce learners to contrasting styles of texts in the orientation of this delivery and encourage exploration and engagement with these through small group studies.

Higher National Unit Support Notes (cont)

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The Playwright's intention

Exploring the theatrical context at the time of writing; the relevant themes and issues that the playwright is most concerned with, how these are treated in the play. Exploring what is at the heart of the play and how this explored by the playwright structurally, dramatically and fundamentally.

A Practitioner's View

Exploration of a practitioner's effect and influence upon a selected texts through study of the practitioner's style, practice and innovation in all elements of theatre making.

Outcome 2

Learners should explore the language and style of the chosen text as a means to develop interpretational ideas and practice for performance.

Study of some or all areas outlined in the Knowledge and Skills section should underpin vocal and physical explorations into character action and interpretation. Practical exercises should have a strong foundation in textual and language analysis and should aim to broaden the meaning and provide sound connection to the text. This should help equip the learner to make important choices in their rehearsal process.

Outcome 3

Learners should focus on exploration of text; exploring the vocal, physical and psychological requirements as suggested by and through careful analysis of text.

Learners should consolidate their learning and research findings through practical rehearsal of their chosen text and should aim to present a clear performance style.

Character progression should aim to map the journey the character makes during the play and provide a clear through-line of thought and action.

Guidance on the delivery of this Unit

The delivery of this Unit may be integrated with and linked to other Units of the Group Award, eg *Production 1: Developing Skills, Acting Methods and Practitioners, Voice 1: Developing Skills*.

The Unit may also be delivered on a free standing basis.

Learners should be encouraged to read and research widely and to share this in creative discussion and practice.

Learners' research may be analysed through discussion and practice and work recorded, played back, fed into further discussion and developed. Learners may use a variety of means to research and record findings including practitioners' online visual and recorded data as well as traditional text methods.

Higher National Unit Support Notes (cont)

Unit title: Text and Performance

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferrable to work or further and higher education.

Evidence for the knowledge and skills will be generated throughout this Unit and may be assessed when sufficient competence is demonstrated.

Outcome 1

Evidence for the knowledge and skills may include: written report and/or development study detailing nature of research, findings and analysis.

Outcomes 2 and 3

Learners should generate evidence in a way that reflects a rehearsal process.

Outcomes 2 and 3 will be assessed using assessor observation checklists. Assessors should be confident that the learner has developed sufficient grounding and understanding of text and performance process in their chosen area of textual work. Centres may wish to support this by using video evidence.

Opportunities for 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 social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

There may be opportunities to gather evidence towards Core Skills in this Unit, eg the Core Skill *Communication* in Outcome 1 and the Core Skill *Working with Others* in Outcomes 2 and 3.

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Text and Performance

The purpose of this Unit is to enable you to actively and practically study theatre text and performance. You will develop a theoretical and practical approach to research and analysis in the first instance, and then begin an exploration of a selected text from a recognised theatrical form or era.

You will be required to contextualise and demonstrate how this text may be interpreted in relation to language, style and genre and explore a practical rehearsal method in your presentation.

This Unit is designed to make you aware of the textual and analytical skills required by an actor. The Unit will encourage you to investigate ideas you have about texts in a practical way.

During the Unit, you will:

- 1 Read and analyse text(s) and understand how to contextualise these in performance.
- 2 Explore language and style of a selected text and develop practical ideas towards performance.
- 3 Present your ideas through performance.

In this Unit you will be encouraged to actively engage in discussion and analysis during any activity where text is being used and be required to participate actively in workshops exploring different approaches to text. You will then select a text in negotiation with your tutor, begin a process of research and explore it practically in groups.