

**-SQA-SCOTTISH QUALIFICATIONS AUTHORITY**

**Hanover House  
24 Douglas Street  
GLASGOW G2 7NQ**

---

**NATIONAL CERTIFICATE MODULE DESCRIPTOR**

---

**-Module Number-** 7290411 **-Session-** 1991-92  
**-Superclass-** LE

---

**-Title-** **SMALL SCALE PRODUCTION - COSTUME**

---

**-DESCRIPTION-**

**Purpose** This module enables the student to develop knowledge of, and design and practical skills in, Costume - as required for a small scale production.

It also enables the student to develop personal social skills - such as co-operation, negotiation, compromise and team work; and to increase their understanding of, and interest in, theatre.

---

**Preferred Entry Level** 61284 Theatre Arts  
7290491 Theatre Production Team, or equivalent

---

**Outcomes** The student should:

1. co-operate with others to stage a small scale production;
2. design costume for a small scale production;
3. create a functional stage costume;
4. evaluate the process and end product of a small scale production.

---

**Assessment Procedures** Acceptable performance in this module will be satisfactory achievement of all the Performance Criteria specified for each Outcome.

The following abbreviations are used below:

PC Performance Criteria  
IA Instrument of Assessment

**Note:** The Outcomes and PCs are mandatory and cannot be altered. The IA may be altered by arrangement with SQA. (Where a range of performance is indicated, this should be regarded as an extension of the PCs and is therefore mandatory.)

**OUTCOME 1                    CO-OPERATE WITH OTHERS TO STAGE A SMALL SCALE PRODUCTION**

- PCs
- (a) The contribution to the Production Meeting is effective in resolving any existing problems/issues/concerns.
  - (b) The liaison with appropriate members of the production team is ongoing and effective in ensuring the smooth running of the production.

IA    Assignment

The student will be set an assignment designed to allow the student to undertake the researched role and responsibilities of a Costume designer within a small scale production team.

The student will be required to attend, and contribute to, regular Production Meetings involving all members of the production team.

In addition, they should engage in one-to-one liaison as required.

Products generated by the assignment - notes, plans, reports etc., should be retained in folios.

Assessment of student performance will be supported by an observation checklist, and written/graphic material generated. Folios should be available to a Subject Assessor.

Satisfactory achievement of the Outcome will be based on the student satisfying all the Performance Criteria.

**OUTCOME 2                    DESIGN COSTUME FOR A SMALL SCALE PRODUCTION**

- PCs
- (a) The student's interpretation of the costume requirements of the script is appropriate in terms of characters, period and style.
  - (b) Negotiation with the director is effective in reaching an agreed costume design for each member of the cast.

- (c) The final costume designs are complete in terms of character, sizes, design, colour and material.

IA Assignment.

The student will be set an assignment to test the knowledge and skills required to design costumes for a small scale production.

The assignment will require the student to:

- (i) read the script, and prepare preliminary costume design sketches for each character, taking into account period and style.
- (ii) discuss these sketches with the director of the production, and agree on a final design for each character.
- (iii) draw up final costume designs for each character, indicating sizes, colour and suggested material(s).

Assessment of student performance will be supported by an observation checklist and written/graphic material. All products generated by the assignment should be retained in folios, and be available to a Subject Assessor.

Satisfactory achievement of the Outcome will be based on the student satisfying all the Performance Criteria.

**OUTCOME 3**

**CREATE A FUNCTIONAL STAGE COSTUME**

PCs

- (a) The material/s chosen are appropriate in terms of the approved costume design.
- (b) The costume is completed in accordance with the approved costume design in terms of size and style.
- (c) The costume is functional in terms of the movement requirements of the character.
- (d) The maintenance of all costumes is on-going, and includes labelling, repairing, cleaning and storage.

IA Practical Exercise

The student will be set a practical exercise that will require them to create a functional stage costume from an approved costume design.

The exercise will require the student to follow a detailed costume design, and to create, by making and/or adaptation, a costume that matches the requirements of (i) the design, and (ii) the relevant character/actor within the production.

The costume created, as well as all others made or acquired for the production, should be maintained in a clean and functional condition throughout rehearsals and performance.

Assessment of student performance will be supported by an observation checklist, and finished product.

Satisfactory achievement of the Outcome will be based on the student satisfying all the Performance Criteria.

#### **OUTCOME 4                      EVALUATE THE PROCESS AND END PRODUCT OF A SMALL SCALE PRODUCTION**

- PCs
- (a) The discussion of the opportunities and constraints of the staging of the production is clear and appropriate in the given circumstances.
  - (b) The evaluation of the student's contribution is realistic, and accurate in terms of his/her strengths and weaknesses.
  - (c) The evaluation of the group's performance is itemised in terms of the group's strengths and weaknesses.

#### **IA      Restricted Response**

Prior to completing the restricted response questions the students should be encouraged to openly discuss (as a group or in pairs) their views and their opinions on:

- (i) the opportunities and constraints of the venue and chosen method of staging the production;
- (ii) the strengths and weaknesses of their own contribution to the production;
- (iii) the strengths and weaknesses of the total group's performance.

This discussion may be video/audio taped as supportive evidence of achievement in Outcome 4.

Satisfactory achievement of the Outcome will be based on the student satisfying all the Performance Criteria.

**The following sections of the descriptor are offered as guidance.  
They are not mandatory.**

### CONTENT/CONTEXT

Corresponding to Outcomes 1-4:

1. Students should develop a range of communication/social skills, eg. listening and responding constructively to others, expressing ideas, questioning.
2. The student designs costumes for a small scale production.
3. The student creates a stage costume, and maintains all costumes for a small scale production.
4. Students should develop an awareness of the opportunities and constraints of staging a small scale production, and of the strengths and weaknesses of their individual and group performance.

### SUGGESTED LEARNING AND TEACHING APPROACHES

Formative assessment should operate as an integral part of learning and teaching in the module. It will include assessment of the student's work by the teacher, by the student and by peers. This will be achieved in the main through discussion, and observation of the student's work, supported by checklists.

Students should keep a folio of work during the module. Within the folio there should be a log book, or series of Production Meeting reports. Also personal written/graphic work etc. Folios of work together with any completed products, plans, designs, etc., should be available to a Subject Assessor.

A decision on whether or note a student has achieved the criteria should be taken only after she/he has had the benefit of additional teaching support in areas of weakness and the opportunity to revise, re-draft or re-work unsatisfactory efforts.

The main emphasis in the module should be placed on the students development, and application of, the practical skills associated with their chosen production area/s, towards the preparation, rehearsal and performance of a production with a suggested length of 10-15 minutes.

One possible sequence of learning and teaching would be:

1. Introductory activities - group forming, use of games, discussion of the nature of the module.
2. Discussion and selection of performance topic/material/script.
3. Each student selects the appropriate module/s for the production areas/s they will specialise in.

Note:

It would be acceptable for the student to specialise and be assessed in one production area, as well as assisting the production in an area that is not being formally assessed.

4. Notes are kept. Designs, plans and plots are prepared. Research is carried out. Required products are produced.
5. Rehearsal period - with regular Production meetings.
6. Production is staged.
7. Review session.

This gives the student the opportunity for analysis and criticism.

---

© **Copyright SQA 1991**

---