

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**STATEMENT OF STANDARDS****UNIT NUMBER:** 7290503**UNIT TITLE:** CREATIVE DRAMA 1

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME

1. PARTICIPATE WITH OTHERS IN CREATIVE DRAMA ACTIVITIES

PERFORMANCE CRITERIA

- (a) The response to dramatic stimuli is effective in terms of the expression of appropriate ideas for development.
- (b) The response to others in group activity is positive in terms of promoting co-operation and effective team-work.

RANGE STATEMENT

The range for this outcome is fully expressed within the performance criteria.

EVIDENCE REQUIREMENTS

Assessment of candidate performance will be by observation by the tutor/trainer, supported by checklist.

Products generated by participation in any group activity should be retained by the candidate in a folio. Products may include: character information sheets, scenario outlines, designs, floor plans, etc.

OUTCOME

2. PORTRAY IDEAS AND EMOTIONS THROUGH LANGUAGE

PERFORMANCE CRITERIA

- (a) The use of language is appropriate to the role(s) adopted in terms of register, style and the dramatic situation.
- (b) The expression of language is clear in terms of articulation, pitch, pace, volume and the dramatic situation.

RANGE STATEMENT

The range of this outcome is fully expressed within the performance criteria or a range of contrasting dramatic forms designed to allow the creative use of language.

EVIDENCE REQUIREMENTS

Assessment of candidate performance will be by observation, by the tutor/trainer, supported by checklist.

Products generated by participation in any group activity should be retained by the candidate in a folio. Products may include character information sheets/sketches, scenario outlines, audio and/or video recordings, designs, floor plans, etc.

OUTCOME**3. PORTRAY IDEAS AND EMOTIONS THROUGH MOVEMENT****PERFORMANCE CRITERIA**

- (a) The use of physical expression is appropriate to the role(s) adopted in terms of movement, gesture and the dramatic situation.
- (b) The use of facial expression is appropriate to the role(s) adopted in terms of the portrayal of emotion, feelings, attitude and the dramatic situation.

RANGE STATEMENT

Use of movement across a range of contrasting dramatic forms and dramatic situations.

EVIDENCE REQUIREMENTS

Assessment of candidate performance will be by observation, by the tutor/trainer, supported by checklist.

Products generated by participation in any group activity should be retained by the candidate in a folio. Products may include character information sheets/sketches, scenario outlines, audio and/or video recordings, designs, floor plans, etc.

OUTCOME

4. RECORD AND EVALUATE PARTICIPATION IN CREATIVE DRAMA ACTIVITIES

PERFORMANCE CRITERIA

- (a) The record is complete in terms of dates and brief description of the activities undertaken.
- (b) Evaluation is complete in terms of comment on personal interest, contribution and performance, problems met and solutions found and the end result of each identifiable activity.

RANGE STATEMENT

The range is fully expressed within the Performance Criteria.

EVIDENCE REQUIREMENTS

A folio of work to include a Log Book, or Diary, containing brief details of each practical activity undertaken, and evaluative comment on the candidate's contribution to, and progress in, each identifiable activity. The folio may be kept in written and/or graphic and/or video tape form.

ASSESSMENT RECORDS

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

SPECIAL NEEDS

In certain cases, modified outcomes and range statements can be proposed for certification. See references at end of Support Notes.

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NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**SUPPORT NOTES****UNIT NUMBER** 7290503**UNIT TITLE** CREATIVE DRAMA 1

SUPPORT NOTES: This part of the unit specification is offered as guidance. None of the sections of the Support Notes is mandatory.

NOTIONAL DESIGN LENGTH: SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE This module enables the candidate to acquire skills in a variety of Creative Drama forms - i.e. improvisation, role play, mime, dance drama etc., and to develop personal social skills such as co-operation, negotiation, compromise and team work. Evaluation skills will also be developed, encouraging an understanding of Drama form and structure.

This is an introductory module, recommended for candidates with little or no previous Creative Drama experience, who may progress to Creative Drama 2 or to one of the range of Production modules available.

SQA publishes summaries of NC units for easy reference, publicity purposes, centre handbooks, etc. The summary statement for this unit is as follows:

This module will allow you to acquire skills in a variety of Creative Drama forms such as mime, role play, dance drama and improvisation.

CONTENT/CONTEXT Corresponding to Outcomes 1-4:

1. Candidates should develop a range of communication/social skills, e.g. listening to and watching others, responding constructively to others, expressing ideas, questioning.
2. Candidates should be introduced to a range of Drama forms and dramatic situations in which skills may be developed in concentrating, speaking clearly and expressively, acting out a role with appropriate use of register and style, sustaining a role and responding to a variety of dramatic stimuli.
3. Candidates should be introduced to a range of Drama forms and dramatic situations in which skills may be developed in concentrating, balance, flexibility, timing, use of space, acting out a role using physical and facial expression, sustaining a role and responding to a variety of dramatic stimuli.

4. Candidates should be encouraged throughout the module to discuss, comment on and constructively criticise work in progress. Evaluation of individual contribution and progress should be recorded by each candidate.

APPROACHES TO GENERATING EVIDENCE Most of the unit should comprise of practical work and discussion. Expository teaching should be limited. Group work should be the main methodology, but work will also be undertaken in a range of groupings - pair work, small groups and whole class - according to purpose. Candidates should have the opportunity for sustained discussion with peers and the tutor/trainer.

Formative assessment should operate as an integral part of the learning and teaching in the unit. It should include assessment of the candidate's work by the tutor/trainer, by the candidate and by peers. This would be achieved in the main through discussion, and observations of the candidate's work, supported by checklists.

A decision on whether or not a candidate has achieved the criteria should be taken only after he/she has had the benefit of additional teaching support in areas of weakness, and the opportunity to revise, re-draft or re-work unsatisfactory efforts.

ASSESSMENT PROCEDURES The candidate could be set a series of practical activities designed to allow active participation in a range of contrasting Creative Drama forms and dramatic situations. These activities will derive from stimuli to which the candidate will be required to respond in both language and movement terms. The candidate would be required to respond both as an individual and as a member of a group. In most examples, initial ideas will be developed towards recognisable end products.

The candidates should record brief details of these activities in their folios, making evaluative comment on their contribution to, and progress in, each identifiable activity.

EXEMPLARS Courses should contain a range of Drama forms, consist of both language-based and movement-based activities, and be developed in response to the needs and interests of the candidates.

Language-based activities may include:

- Improvisation
- Socio Drama
- Simulation
- Role Play
- Characterisation
- Tape Recording (Radio)

Movement-based activities may include:

Creative Movement
Improvisation
Mime
Dance Drama

Consideration should be given to building a course as a series of units through a continuing process of discussion and negotiation with the candidates. Courses should make use of a wide variety of stimuli and be varied in terms of activities and options offered.

RECOGNITION Many SQA NC units are recognised for entry/recruitment purposes. For up-to-date information see the SQA guide 'Recognised and Recommended Groupings'.

REFERENCES

1. Guidelines for Module Writers.
2. SQA's National Standards for Assessment and Verification.
3. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment.
4. Procedures for special needs statements are set out in SQA's guide 'Students with Special Needs'.

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