



National 2  
Course  
Specification



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# National 2 Performance Arts Course Specification (C753 72)

**Valid from August 2013**

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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:** National 2 Performance Arts

**SCQF:** level 2 (18 SCQF credit points)

**Course code:** C753 72

### Mandatory Units

**Developing Performance Skills (National 2)** 6 SCQF credit points

### Optional Units

**Using Performance Skills (National 2)** 6 SCQF credit points

**Contributing to a Performance (National 2)** 6 SCQF credit points

or

**Contributing to a Performance with a Scottish Context (National 2)\*** 6 SCQF credit points

**Developing Personal Ideas: Performance Art (National 2)**

6 SCQF credit points

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

\*Scottish Studies Award contributing Unit: This Course Specification should be read in conjunction with the relevant Scottish Studies Unit Specification on the [Scottish Studies Award web page](#).

## Recommended entry

Entry to this Course is at the discretion of the centre. However, relevant experiences and outcomes may also provide an appropriate basis for doing this Course.

## Progression

This Course or its Units may provide progression to:

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

## 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 National 2 Performance Arts Course builds on the principles and practice and experiences and outcomes of 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 be given the opportunity to 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.

This Course provides a framework which encourages learners to exercise imagination and to express themselves creatively through performance such as dance, drama, music, movement, recital and song. Learners will develop skills in performing, and explore how the use of self-expression, language, music and movement can develop their ideas and enhance performance. Learners will also develop an awareness of how the performance arts can be used as a means of communication.

The Course presents opportunities for learners 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 skills, knowledge and capacities that are complementary to other areas of study such as health and wellbeing, creative arts, and ICT as well as skills for learning, skills for life and skills for work.

## **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 an awareness of the range of performance arts
- ◆ work imaginatively and develop individual creativity
- ◆ communicate thoughts, meaning and ideas through performance
- ◆ demonstrate 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 planning, problem solving and communication. The Course also provides opportunities for learners to work independently as well as to collaborate and work with others.

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

This Course may also be 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 the expressive arts curriculum area.

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. In addition, they will have developed their performance skills including how to communicate thoughts and ideas to an audience.

The skills developed within the National 2 Performance Arts Course can be applied to learning in other subject areas. Skills developed in this Course also support progression in other curriculum areas as well as in the National 2 Personal Achievement Award and the National 2 Personal Development Award.

# 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 practise 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 an awareness 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 number of ways.

## Mandatory Units

### Developing Performance Skills (National 2)

The general aim of this Unit is to provide the learner with experiences in performing, by exploring and developing techniques used to communicate ideas through performance to an audience. The Unit will also encourage learners to express ideas in response to a range of stimuli. Performance skills can include dance, drama, music, movement, recital and song.

### Optional Units — any two from the following three Units

#### Using Performance Skills (National 2)

The general aim of this Unit is to provide opportunities for the learner to develop an appreciation of the processes involved in the creation of a performance. They will learn how to appreciate performance styles, approaches and conventions, and to use performance skills in a range of contexts.

#### Contributing to a Performance (National 2)

The general aim of this Unit is to allow the learner to contribute to a performance by participating in a planned performance activity to an audience. The size of the audience can be appropriate to the performance activity. Learners will co-operate and collaborate with others in sustained activity before, during and after the event. The performance activities could include dance, drama, music, movement, recital, song, costume-making, make-up, lighting, scenery and props.

#### Developing Personal Ideas: Performance Arts (National 2)

The general aim of this Unit is to allow the learner to develop and perform their own ideas, based on personal interests, through exploring and using a selection of techniques, processes and materials. The learner will choose a theme for study and will develop performance activities in the context of the chosen theme.

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

In the Contributing to a Performance Unit, performance activities can also include costume-making, make-up, lighting, stage sets, scenery and props.

## **Conditions of award**

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

National 2 Courses are not graded.

## **Skills, knowledge and understanding**

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

- ◆ demonstrating an awareness of the range of performance arts
- ◆ ability to respond to a range of stimuli
- ◆ ability to participate in performance activities
- ◆ ability to use performance skills
- ◆ ability to express ideas and emotions through performance

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](http://www.sqa.org.uk/scqf)).

# Assessment

Further information about assessment for the Course is 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 an individual Unit basis or by using other approaches which combine the assessment for more than one Unit.

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

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

### **Developing Performance Skills (National 2)**

For this Unit, learners will be able to:

- ◆ develop ideas for performance
- ◆ communicate ideas to an audience through performance

### **Using Performance Skills (National 2)**

For this Unit, learners will be able to:

- ◆ participate in performance activities
- ◆ demonstrate performance skills

### **Contributing to a Performance (National 2)**

For this Unit, learners will be able to:

- ◆ collaborate with others for a performance event
- ◆ make an individual contribution to a performance event

### **Developing Personal Ideas: Performance Art (National 2)**

For this Unit, learners will be able to:

- ◆ choose and develop a performance activity based on personal interest
- ◆ perform the selected activity

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

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.

## **1 Literacy**

1.3 Listening and talking

## **3 Health and wellbeing**

3.1 Personal learning

3.2 Emotional 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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## History of changes to National Course Specification

Course details	Version	Description of change	Authorised by	Date
	1.1	Scottish Studies Award Unit contributing information added. No other changes made to document content.	Qualifications Manager	September 2014

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

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