



National Unit Specification: general information

UNIT Professional Theatre in Context (SCQF level 6)

CODE F5L4 12

SUMMARY

In this Unit candidates have the opportunity to experience and analyse two contrasting professional theatrical productions in different styles/genres. Candidates will explore the roles and responsibilities of the director, artistic and technical members of a production team prior to attending the productions. Candidates will consider the contrast between productions and evaluate the effectiveness of the technical and artistic aspects of each production.

This Unit is an optional Unit in the National Certificate in Acting and Theatre Performance (SCQF level 6). The Unit may also be offered as a free-standing Unit.

This Unit is suitable for candidates who have some previous experience of drama or theatre studies and/or an interest in gaining insight into the work of the professional theatre.

OUTCOMES

- 1 Select two contrasting styles/genres of professional theatre and investigate the elements within these.
- 2 Explore the role of the theatre production team in creating a production.
- 3 Evaluate the effectiveness of two contrasting professional theatrical productions.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

Superclass: LE

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CREDIT VALUE

1 credit at SCQF level 6 (6 SCQF credit points at SCQF level 6).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills in this Unit.

The Unit provides opportunities for candidates to develop aspects of the following Core Skills:

- ◆ Communication
- ◆ Information and Communication Technology

These opportunities are highlighted in the Support Notes of this Unit Specification

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 the Scottish Qualifications Authority.

OUTCOME 1

Select two contrasting styles/genres of professional theatre and investigate the elements within these.

Performance Criteria

- (a) Identify the key elements of the chosen styles/genres.
- (b) Identify and investigate texts/productions which belong to those chosen styles/genres.

OUTCOME 2

Explore the role of the theatre production team in creating a production.

Performance Criteria

- (a) Investigate the areas a director has to consider to arrive at a directorial concept.
- (b) Describe how the other members of the production team contribute to the agreed directorial concept.

OUTCOME 3

Evaluate the effectiveness of two contrasting professional theatrical productions.

Performance Criteria

- (a) Evaluate the effectiveness of the key design elements in both theatrical productions.
- (b) Evaluate the effectiveness of two actors and their performances in each of the productions.
- (c) Evaluate the effectiveness of the directors' artistic interpretations in both theatrical performances.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Outcome 1

Written and/or oral evidence is required which demonstrates that the candidate understands the key elements of the chosen styles/genres. These identified elements will be dependent on which styles/genres are selected. The candidate will identify a minimum of five key elements for each of the chosen styles/genres.

Candidates must select a range of texts/productions which clearly represent or adopt the style/genre.

This evidence will be gathered in open-book conditions at appropriate points in the Unit and will show appropriate selection and description of the contrasting styles/genres and texts/productions.

The minimum word count is 500 words.

Outcome 2

Written and/or oral evidence is required which demonstrates that the candidate understands the key roles, responsibilities and relationships of the artistic and technical members of an extended production team in contributing to an artistic interpretation.

The candidate will demonstrate knowledge and understanding of the areas a director must take into consideration when forming their directorial concept. These areas include:

- ◆ Genre/Style
- ◆ Themes/issues
- ◆ Message
- ◆ Playwright's intention
- ◆ Period
- ◆ Location
- ◆ Historical and social context
- ◆ Gender issues
- ◆ Contemporary relevance

National Unit Specification: statement of standards (cont)

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The candidate must demonstrate they understand how the extended production team adheres and contributes to the agreed directorial concept. This team includes:

- ◆ Artistic Director
- ◆ Producer
- ◆ Set Designer
- ◆ Lighting Designer
- ◆ Sound Designer
- ◆ Production Manager (only in large companies)
- ◆ Stage Manager, Deputy Stage Manager, Assistant Stage Manager
- ◆ Costume Designer
- ◆ Actors
- ◆ Marketing team
- ◆ Front of house

The evidence will be gathered in supervised conditions on one assessment occasion and the minimum word count is 500 words. Candidates may bring their own pre-prepared notes to the assessment event.

Outcome 3

Written and/or oral evidence is required which demonstrates that the candidate has evaluated two contrasting professional theatrical productions that they have experienced. Candidates will undertake an extended response of a minimum of 1,000 words, which demonstrates their ability to evaluate the effectiveness of the Director, design team and a minimum of two actors in each of the two contrasting professional productions they have attended.

This evidence will be gathered in supervised, open-book conditions on one assessment occasion.

National Unit Specification: support notes

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This part of the Unit Specification is offered as guidance. The support notes 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 introduces candidates to the range of styles/genres used in professional theatre and how they are realised on stage. It also introduces candidates to the wide variety of roles available within a professional theatre context and aims to increase their awareness of the potential areas of work within the professional theatre. There may be some value in inviting candidates to meet with professional practitioners to discuss their work. This would allow them to become more involved and appreciative of the technical aspects of theatre. The Unit may also develop candidates' analytical skills, observation skills and listening skills prior to their experience of the theatrical productions.

Candidates should be well prepared for observing, identifying and evaluating theatrical productions from the perspective of both audience member and theatre professional.

For Outcome 1, the selected styles/genres may include:

- ◆ Comedy
- ◆ Tragedy
- ◆ Agit-prop
- ◆ Socio-political
- ◆ Historical
- ◆ Melodrama
- ◆ Classical
- ◆ Pantomime
- ◆ Physical theatre
- ◆ Musical theatre
- ◆ Puppet theatre
- ◆ Farce

For Outcome 3, the following are suggested as potential areas for candidate evaluation:

- ◆ performance space (site specific, manipulation of building, audience set up, type of staging)
- ◆ accurate delivery of genre/style
- ◆ artistic interpretation
- ◆ presentation of themes
- ◆ theatre style
- ◆ form
- ◆ period
- ◆ a theatre practitioner's style
- ◆ make up
- ◆ costume
- ◆ character relationships

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- ◆ intended message
- ◆ movement/physicality
- ◆ voice
- ◆ contemporary references
- ◆ sound (music, sound effects, voice over)
- ◆ lights
- ◆ props
- ◆ set design
- ◆ audience interaction
- ◆ show programme
- ◆ front of house

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Outcomes 1 and 2 may be delivered concurrently or consecutively. Outcome 3, however, should be delivered after the completion of Outcomes 1 and 2.

Outcome 1 requires the candidate to undertake a certain amount of research into the styles/genres of theatre. The chosen styles and genre may be dictated by the availability of live or virtual productions which may change on an annual basis. This choice should be guided by the assessor.

Outcome 2 requires the candidates to demonstrate an understanding of the key roles undertaken by the director, artistic, and technical members of a production team. Assessors may choose to prepare notes that outline the responsibilities of these individuals and discuss these notes with the group.

Alternatively, assessors may choose to invite small groups of candidates to undertake research into the key roles of a few practitioners and invite these groups to present their findings to each other. Groups of candidates may be invited to support their findings with notes which may form a useful handout for the whole class/group. This could contribute to a comprehensive overview of an entire production team. Candidates may also like to share their knowledge of roles based on their own experience.

Candidates should be encouraged to undertake a certain amount of research into the roles of the production team and this may be achieved through appropriate reading, use of the internet and interviews.

It is recommended that candidates have acquired this knowledge before attending a professional production, so that they are able to appropriately discuss the effectiveness of each of the technical aspects of a production.

Initial evaluation of the productions may be undertaken through group discussion. Assessors may choose to prepare a list of questions for discussion to enable all members of the group to contribute.

National Unit Specification: support notes (cont)

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OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Candidates will be producing written and/or oral evidence for all Outcomes as part of the assessment. This offers ideal opportunities to develop aspects of the Core Skill *Communication*.

Through using the internet for research purposes, candidates would have the opportunity to develop aspects of the Core Skill *Information and Communication Technology*.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

A suitable instrument of assessment for Outcome 1 could be a written assignment.

A suitable instrument of assessment for Outcome 2 could be a written assignment in the form of two shorter assignments of 250 words each or one response of 500 words.

A suitable instrument of assessment for Outcome 3 could be an extended response.

Time should be allowed for any necessary re-assessment.

Opportunities for the use of 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 communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

DISABLED CANDIDATES AND/OR THOSE WITH ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements