



National Unit Specification: general information

UNIT Drama: Theatre Skills in Performance (SCQF level 6)

CODE F5LB 12

SUMMARY

The focus of this Unit is about stage craft and performance. Candidates will be working towards a production and will have the flexibility to choose from a wide range of production types including text based, touring theatre, community theatre, devised, musical theatre, street theatre and site specific. Candidates will apply theatre skills to the rehearsal and performance of a role to an audience and will learn about the complementary roles of the Actor and Director. This Unit provides candidates with the opportunity to evaluate their own theatre skills within a production.

This Unit is a mandatory Unit within the National Certificate in Acting and Theatre Performance (SCQF level 6). The Unit may also be offered as a free standing Unit, which may be studied as part of a general education, for vocational reasons or as a leisure interest.

This Unit is suitable for candidates with some Drama experience, who may also be undertaking a Drama programme of study.

OUTCOMES

- 1 Describe the detailed roles and responsibilities of the Actor and Director.
- 2 Demonstrate knowledge of stage craft as an Actor.
- 3 Prepare for a performance as an Actor during the rehearsal process.
- 4 Demonstrate theatre skills in a production.
- 5 Evaluate theatre skills in a production.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

Superclass: LC

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National Unit Specification: general information (cont)

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CREDIT VALUE

2 credits at Higher (12 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

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

- ◆ Communication
- ◆ Working with Others

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 SQA.

OUTCOME 1

Describe the roles and responsibilities of the Actor and Director.

Performance Criteria

- (a) Describe the role and responsibilities of the Actor.
- (b) Describe the role and responsibilities of the Director.
- (c) Describe the working relationship between the Actor and Director.

OUTCOME 2

Demonstrate knowledge of stage craft as an Actor.

Performance Criteria

- (a) Describe types of staging and acting areas and explain their impact on performance.
- (b) Demonstrate knowledge of theatre terminology.
- (c) Demonstrate an understanding of stage awareness.

OUTCOME 3

Prepare for a performance as an Actor during the rehearsal process.

Performance Criteria

- (a) Demonstrate stage craft throughout the rehearsal process.
- (b) Take direction during rehearsals.
- (c) Develop a character to the requirements of the production.
- (d) Co-operate with fellow performers and the production team effectively throughout the rehearsal process.

OUTCOME 4

Demonstrate theatre skills in a production.

Performance Criteria

- (a) Demonstrate acting, voice and movement skills for a character/role.
- (b) Perform according to the agreed interpretation.
- (c) Sustain a character/role throughout the production.
- (d) Display appropriate stage craft and awareness in relation to interaction with the audience.

National Unit Specification: statement of standards (cont)

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OUTCOME 5

Evaluate theatre skills in a production.

Performance Criteria

- (a) Identify own strengths and areas for improvement in development of stage craft.
- (b) Identify own strengths and areas for improvement in working relationship with the Director.
- (c) Identify strategies for future development of own theatre skills.

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 to demonstrate detailed knowledge and understanding of the roles, responsibilities and working relationship of the Actor and the Director.

Evidence will be gathered in closed-book, supervised conditions.

OUTCOME 2

Written and/or oral evidence and performance evidence is required for Performance Criteria (a) and (b) and performance evidence is required for Performance Criteria (c).

For Performance Criteria (a) and (b), the candidate is required to demonstrate knowledge and understanding of different types of staging and acting areas and explain their impact on performance. This evidence must cover the following:

- ◆ basic stage directions and theatre terminology
- ◆ types of staging — proscenium, thrust and traverse
- ◆ general stage terms — wings, cyclorama, tabs, legs, bars, borders and prompt side

This evidence will be gathered in closed-book, supervised conditions.

For Performance Criteria (c), performance evidence supplemented by an Assessor Observation Checklist is required. This must show an understanding of spatial awareness with fellow actors, positioning onstage, relation to audience and handling props and furniture.

Evidence will be gathered on an on-going basis at appropriate times during the Unit.

National Unit Specification: statement of standards (cont)

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OUTCOME 3

Performance evidence supplemented by an Assessor Observation Checklist is required to show that the candidate is able to apply the defined theatre skills as contained in the Performance Criteria for this Outcome. This evidence will be gathered on an on-going basis throughout the rehearsal process.

OUTCOME 4

Performance evidence supplemented by an Assessor Observation Checklist is required to show that the candidate is able to apply the theatre skills contained in the Performance Criteria for this Outcome. This evidence will be gathered on one assessment occasion during a live performance of a minimum duration of 30 minutes.

OUTCOME 5

Written and/or oral evidence is required to reflect the candidate's ability to identify strengths and weaknesses and strategies for future development.

This evidence will be generated in open-book conditions, with a minimum word count of 500 words.

The Assessment Support Pack (ASP) for this Unit provides sample assessment material including assessor checklists. Centres wishing to develop their own assessments should refer to the Assessment Support Pack to ensure a comparable standard.

National Unit Specification: support notes

UNIT Drama: Theatre Skills in Performance (SCQF level 6)

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 80 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit provides potential integration with the Units: *Drama: Acting Skills* (SCQF level 6); *Drama: Voice Skills* (SCQF level 6) and *Drama: Movement Skills* (SCQF level 6) and is designed to allow integration of these skills in a theatre performance. However, this Unit may also be offered on an entirely free-standing basis.

The main emphasis and the majority of delivery time of the Unit should be on the candidate's development and application of theatre skills to the rehearsal and performance process. Types of production could include text based, touring theatre, community theatre, devised, musical theatre, street theatre and site specific.

This Unit can be delivered in conjunction with the Unit *Theatre Performance* (SCQF level 6).

The initial Outcomes are designed to prepare the candidate for the rehearsal and performance process and to introduce the stage as a working area. Candidates should develop a clear understanding of the expectation of working as an Actor in conjunction with a Director and the crucial interaction of these two roles.

During the rehearsal process, candidates will develop a character/role, building on skills which they have developed in the following Units: *Drama: Acting Skills* (SCQF level 6); *Drama: Voice Skills* (SCQF level 6) and *Drama: Movement Skills* (SCQF level 6). Throughout the Unit, emphasis should be placed on the ongoing development of theatre skills.

The evaluation allows candidates to review their experience of stage craft and awareness and their working relationship with a Director through participation in a theatre production.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The main emphasis of this Unit should be placed on the integration of acting, voice and movement skills within the rehearsal and performance process. The majority of learning and teaching time within the Unit should comprise practical work and discussion, both individually and in group (company). Candidates should have the opportunity for discussion time with the teacher/lecturer (Director), who should offer feedback to the candidate on their progress throughout the rehearsal and performance period.

The theoretical understanding gained in Outcomes 1 and 2 should inform and provide the basis for the practical application of skills during the rehearsal process and performance.

National Unit Specification: support notes (cont)

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Candidates should be encouraged to, and would benefit from, visiting live theatre on a regular basis. This would greatly enhance the learning experience.

Candidates should demonstrate effective application of vocal, physical, intellectual, creative, imaginative, communication and collaborative skills throughout the rehearsal process and the ability to co-operate with fellow performers.

As a potentially valuable learning and teaching tool, audio/video recording could be used for the candidate to reflect on individual/group rehearsal and performing approaches and for formative assessment strategies.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Candidates will be producing written and/or oral evidence in the form of an evaluation for Outcome 5. This offers ideal opportunities to develop aspects of the Core Skill *Communication*.

Candidates will also have the opportunity to develop aspects of the Core Skill *Working with Others*, as they will be working closely with fellow performers and the Director during the rehearsal process and performance.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

A suitable instrument of assessment for Outcome 1 could be restricted response questions.

A suitable instrument of assessment for Outcome 2 Performance Criteria (a) and (b) could be restricted response questions and for Performance Criteria (c) a practical exercise.

The suggested instrument of assessment for Outcome 3 is a practical exercise.

The suggested instrument of assessment for Outcome 4 is a practical assignment.

The suggested instrument of assessment for Outcome 5 is a written and/or oral report with a minimum word count of 500 words.

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)*.

National Unit Specification: support notes (cont)

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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