



## National Unit Specification: general information

**UNIT** Theatre Stage Model Set Construction (SCQF level 6)

**CODE** F699 12

### SUMMARY

This Unit is intended to provide candidates with an introduction to the process of model set construction. Candidates will be able to develop a range of practical skills and knowledge throughout this Unit. Candidates will have the opportunity to interpret and produce scale plans. They will also use relevant tools, construction materials and decoration materials in the creation of a model set.

This is an optional Unit within the National Certificate in Technical Theatre (SCQF level 6), but may also be taken as a free standing Unit.

This Unit is suitable for candidates undertaking a programme of study in technical theatre and/or wishing to develop further practical skills in a specific area of technical theatre.

### OUTCOMES

- 1 Develop knowledge of the process of model set construction.
- 2 Plan the construction of the specified model set.
- 3 Construct a scale model set.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

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#### Administrative Information

**Superclass:** LE

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## **National Unit Specification: general information (cont)**

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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.

This Unit provides opportunities for candidate to develop aspects of the Core Skills in:

- ◆ Communication
- ◆ Problem Solving
- ◆ Working with Others

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

## **National Unit Specification: statement of standards**

### **UNIT Theatre Stage Model Set Construction (SCQF level 6)**

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**

Develop knowledge of the process of model set construction.

##### **Performance Criteria**

- (a) Interpret scale plans and elevations relevant to set construction
- (b) Describe the process of model set construction

#### **OUTCOME 2**

Plan the construction of the specified model set.

##### **Performance Criteria**

- (a) Produce scale plans
- (b) Select appropriate construction materials and tools
- (c) Select appropriate decoration materials

#### **OUTCOME 3**

Construct a scale model set.

##### **Performance Criteria**

- (a) Interpret scale plans and elevations
- (b) Use appropriate construction materials and tools
- (c) Use joining methods to construct a model set
- (d) Use decoration materials to finish a model set

## National Unit Specification: statement of standards (cont)

### UNIT Theatre Stage Model Set Construction (SCQF level 6)

#### EVIDENCE REQUIREMENTS FOR THIS UNIT

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

Outcomes should be delivered in sequential order.

#### Outcome 1

Written and/or oral evidence is required. The assessor will provide relevant scale model plans and elevations, which should be of a suitable standard for candidates to demonstrate knowledge and understanding of the following, as appropriate:

- ◆ **Scale:** using a range of scales including 1:100,1:50,1:25,1:10; ability to use and understand scale ground plans; elevations; technical drawings
- ◆ **Tools:** pencils, pens, scale rulers, rulers, set squares, compasses, protractors, cutting knives, scissors, cutting mats, hacksaws
- ◆ **Cutting and joining:** scalpel, craft knives, scissors, hacksaw, glues, reinforcement methods
- ◆ **Construction materials:** card, paper, hardboard, plywood, wire, wood, balsa
- ◆ **Joining mediums:** contact adhesive, PVA, copydex™, glue gun, masking tape, balsa glue
- ◆ **Decorative finishes:** tissue paper, pencils, pens, paints, (poster, acrylic, gouache), polyfilla, lollysticks, sawdust, wire, balsa, fabric.

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

#### Outcome 2

The candidate must firstly agree with the assessor on a suitable model set to construct. For Outcome 2, candidates must produce written and/or oral evidence in the form of a folio which details their list of materials and methods which will be used to construct the model set. The candidate must select a minimum of two construction materials and a minimum of two decorative finishes. The folio must also include design ideas and scale plans. One scale plan is required for the complete model set, and an additional scale plan is required for each set element.

Evidence will be gathered under open-book conditions at appropriate points in the Unit.

#### Outcome 3

For Outcome 3, performance evidence, supplemented by an Assessor Observation Checklist, and product evidence is required.

Candidates must interpret the scale plans that they produced in Outcome 2.

The candidate will then construct a model set to scale and demonstrate their ability to use at least two construction materials and at least two decorative finishes for the completion of the model. Joining methods should be used as appropriate, throughout the construction process.

Each candidate must construct a model set with a minimum of 4 set elements (for example a wall, a chair, a table and a door). The final product should be fully functional and fit for purpose. Evidence will be gathered in supervised, open-book conditions at appropriate times throughout the Unit.

## **National Unit Specification: support notes**

### **UNIT Theatre Stage Model Set Construction (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 40 hours.

#### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

This Unit will introduce and develop the knowledge and skills required to enable candidates to construct a model set from their interpretation of design ideas and scale plans. In this Unit, candidates will have the opportunity to use and manipulate scale model-making tools, materials and construction methods effectively.

This Unit offers the opportunity for candidates to develop practical skills in the processes and practice of model set construction. This Unit will teach the accurate use of scale in plans and elevations. Candidates will be expected to integrate a full consideration of health and safety practice in all aspects of their study.

An important skill in the model set construction process is the ability to communicate design ideas with absolute accuracy through scale models. Candidates should be encouraged to work methodically and with careful attention to detail, as accuracy is of paramount importance. A completed scale model set would be one of the communication tools used by a construction team to inform the building of a set for stage.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

This is mainly a practical Unit and the focus of candidates' study must be on the development and application of model-making skills. Model-making skills take time to perfect, therefore it is important that the delivery enables as much practical developmental work as possible.

It is important candidates are encouraged to develop their own model making approaches through experimentation and exploration. In this respect, candidates might be encouraged to adopt an experimental approach to solving the problems of representing the design ideas in a scale model set.

Candidates will have the opportunity to develop proficiency in model scales (1:25 is a commonly used scale in the professional world). Candidates should develop an understanding of how to use a range of measuring, cutting and joining methods and model-making materials which could be used in the model set construction process.

The candidate is encouraged to be as adventurous as they can within this Unit. The assessor should level the project according to the appropriate standard, but it is understood that some projects might be more complex than others. The model does not have to be representative of an actual set in production, but should be to scale and appropriate to a theatrical piece. The more set elements included in the model means the candidate can experiment with different layouts during Outcome 3.

Candidates will explore how to use the model making finishes to apply detail to the final scale model set to communicate the design ideas. Candidates will apply the skills developed in this Unit to complete a scale model set. They will be expected to demonstrate the ability to read and use a scale ground plan to use materials and methods to create and decorate the scale model set.

## **National Unit Specification: support notes (cont)**

### **UNIT        Theatre Stage Model Set Construction (SCQF level 6)**

Health and safety should be integral to teaching and learning, and centres should view this holistically in any practical exercises. Candidates should be made aware that Health and Safety is the concern of all professionals and should adhere to current legislation.

It is important that candidates are provided with an adequate and dry design space, in order to keep their cutting and measuring tools and work-in-progress clean. Candidates will also require model set storage space. The teaching space should be resourced with a range of model making construction and decoration materials.

Access to reference texts related to set construction and resource images would be a valuable resource. If possible, it would be beneficial to arrange a site visit to a set model design exhibition, museums, a design school, a company which produces set models or even an architect's office to enable candidates to see what can be achieved.

### **OPPORTUNITIES FOR CORE SKILL DEVELOPMENT**

Candidates will be producing written and/or oral evidence for Outcomes 1 and 2 as part of the assessment. This presents opportunities to gain aspects of the Core Skill *Communication*.

Candidates will have the opportunity to develop aspects of the Core Skill *Problem Solving* in Outcome 3, through the interpretation and realisation of the model set.

If candidates work as part of a group during the delivery of Outcome 3, this will present ideal opportunities to develop aspects of the Core Skill *Working with Others*.

### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

A suitable instrument of assessment for Outcome 1 is a series of short answer questions.

A suitable instrument of assessment for Outcomes 2 and 3 is a practical assignment with a folio.

Time should be allowed for any necessary reassessment.

### **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](http://www.sqa.org.uk/assessmentarrangements)