



## **National Unit specification: general information**

**Unit title:** Storytelling in the Celtic Tradition (SCQF level 6)

**Unit code:** H1SA 12

**Superclass:** KB

**Publication date:** July 2012

**Source:** Scottish Qualifications Authority

**Version:** 01

### **Summary**

The purpose of this Unit is to introduce learners to a wide range of Celtic story genres, to develop an understanding of Storytelling in the Celtic Tradition and allow them to articulate their storytelling skills. The Unit will examine a range of stories from Celtic culture and examine the ways in which these can be interpreted and creatively improvised. Candidates will work both individually and in groups to explore stories from Celtic culture. The Unit will address issues such as the historical context and questions of authenticity, genre and performance styles alongside practical explorations designed to extend the candidates' presentation skills and experience of storytelling.

The Unit is a mandatory Unit in the National Certificate in Celtic Studies at SCQF level 6 but can also be delivered as a freestanding Unit.

### **Outcomes**

- 1 Explain key aspects of the Celtic storytelling tradition.
- 2 Evaluate a selection of Celtic stories.
- 3 Present an interpretation of a traditional Celtic story.

### **Recommended entry**

While entry is at the discretion of the centre, it would be beneficial if candidates have attained Communication at SCQF level 4, or equivalent qualification or experience.

## **General information (cont)**

**Unit title:** Storytelling in the Celtic Tradition (SCQF level 6)

### **Credit points and level**

1 National Unit credit at SCQF level 6 (6 SCQF points at 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**

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Unit specification.

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

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

**Unit title:** Storytelling in the Celtic Tradition (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 SQA.

### **Outcome 1**

Explain key aspects of the Celtic storytelling tradition.

#### **Performance Criteria**

- (a) Explain the importance of storytelling in the Celtic tradition.
- (b) Describe a selection of storytelling techniques.
- (c) Explain key elements of Celtic storytelling.

### **Outcome 2**

Evaluate a selection of Celtic stories.

#### **Performance Criteria**

- (a) Identify Celtic stories, making use of a selection of sources and evidence from Celtic culture.
- (b) Carry out research into a selection of Celtic stories.
- (c) Identify and evaluate the key elements of a selection of Celtic stories.

### **Outcome 3**

Present an interpretation of a traditional Celtic story.

#### **Performance Criteria**

- (a) Present a small-scale performance piece demonstrating Celtic storytelling skills.
- (b) Use techniques appropriate to the interpretation of the story.
- (c) Review the effectiveness of the interpretation.

## **National Unit specification: statement of standards (cont)**

**Unit title:** Storytelling in the Celtic Tradition (SCQF level 6)

### **Evidence Requirements for this Unit**

Written and/or oral recorded evidence and performance evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Assessment for all Outcomes is under open-book conditions.

The candidate must:

(a) provide brief written and/or recorded oral evidence which includes:

- ◆ an explanation of the importance of storytelling in Celtic cultures
- ◆ a description of five storytelling techniques
- ◆ identification of three key elements of Celtic storytelling
- ◆ identification of five Celtic stories
- ◆ research and evaluation of the key elements of three Celtic stories

(b) provide performance evidence of:

presenting an individual interpretation of one Celtic story which:

- ◆ identifies the key elements of the story using story telling techniques
- ◆ incorporates techniques of presentation appropriate to the interpretation of the story

(c) provide brief written and/or oral and/or performance evidence of reviewing the effectiveness of the interpretation.

## National Unit specification: support notes

### Unit title: Storytelling in the Celtic Tradition (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 is broadly aligned to the following National Occupational Standard set by the Sector Skills Council, Creative and Cultural Skills:

CCSDES21 Articulate, present and debate ideas in a creative environment

Candidates will be introduced to a wide range of storytelling genres using a variety of materials from audio and video sources, including stories and interviews. The context will examine the importance of storytelling in the Celtic tradition and examine when and why people tell stories to each other and why this is especially important in the Celtic oral tradition. It will also set storytelling in an international, as well as a national and local context. The range will include, for example children's tales, heroic tales, legends of ghosts and evil spirits, fortune tales, legends of fairies and sea folk and legends of witchcraft.

Celtic storytelling techniques could include:

- ◆ An engaging opening starting with a character or theme and its origins
- ◆ Creating an atmosphere/Setting the stage/scene
- ◆ Structuring and pacing delivery to suit the audience
- ◆ Establishing the plot/conflict issue
- ◆ Engaging the audience through facial expression, hand gestures, etc
- ◆ Using dialogue and role play
- ◆ Combine the story with images/using stage props
- ◆ Keeping to the traditional style

Key elements of storytelling include ways of remembering:

- ◆ Structural Memory: the ability to remember the sequence of events in the story
- ◆ Verbal Memory: the ability to tell the story word for word each time
- ◆ Visual Memory: the ability to 'see' the story happening like a film

Having listened to and read a range of traditional Celtic stories, candidates will identify a suitable story through their own research and will produce their own version of it. This may be done in written or audio form, using illustrations and/or music to enhance the finished product. ICT techniques could be used to produce a multi-media version.

## National Unit specification: support notes (cont)

### Unit title: Storytelling in the Celtic Tradition (SCQF level 6)

Examples of children's tales would include Bodach an t-Silean Eòrna (The Old Man with the Ear of Barley), Pàdruig na Beinne. Heroic tales would include stories of Fionn MacCumhaill such as Fionn ann an Rìoghachd nam Fear Mòr (Fionn in the Kingdom of the Giants). Legends of fairies and sea-folk would include Bean MhicOdrum (MacCordum's Seal Wife). Legends of witchcraft would include could include Lachlann Dubh agus na Bana-bhuidsich (Black Lachlan and the Witches).

Candidates should extract key characters, themes and messages to aid clarity of presentation. Candidates should develop creative ways of expressing and communicating ideas and information related to their chosen story. Presentation techniques should be tailored to the particular audience and attempt to anticipate their comments/responses.

### Guidance on learning and teaching approaches for this Unit

While undertaking this Unit, candidates should be provided with the opportunity to:

- ◆ engage in wide-ranging, independent reading relevant to the content of the Unit
- ◆ interpret and evaluate source material and set it in context
- ◆ make use of information derived from a variety of sources, such as books, notes, lectures, electronic media, audio-visual materials and community resources
- ◆ explore the ways that storytelling can be used to communicate ideas
- ◆ take part in formal and informal discussion based on source material and informed by historical resources

It is recommended that at this level candidates should be encouraged, within a clear framework of tasks, to take responsibility for their own learning.

The methodology used by teachers/lecturers will be built on existing good practice. The knowledge and understanding of the themes and content delivered in this Unit should be linked to the development of skills of interpretation, evaluation and performance.

Candidates should be encouraged to:

- ◆ explore and use different techniques to engage the audience in the process of storytelling
- ◆ create innovative approaches to communicating ideas
- ◆ take risks in presenting ideas
- ◆ encourage responses from the audience
- ◆ present and argue substantiated positions on ideas
- ◆ be open to critical analysis of own ideas and to the ideas of others
- ◆ identify and participate in conversations that challenge and explore their interpretation
- ◆ reflect on and appraise the views of the audience and use this to refine ideas and to embrace new ideas

## National Unit specification: support notes (cont)

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### Essential Skills

By adopting the above learning and teaching approaches and through the Outcomes and corresponding Evidence Requirements, the Unit should provide candidates with an opportunity to develop the following essential skills for life, learning and work:

- ◆ Employability — this Unit contributes knowledge and skills for performance in Celtic theatre arts venues. Careers in Celtic creative industries could be mentioned in the introduction to the Unit.

### Guidance on approaches to assessment for this Unit

For Outcomes 1 and 2 an extended response/essay explaining the importance of storytelling in the Celtic tradition and describing a selection of storytelling techniques is recommended.

For Outcome 3, techniques of presentation appropriate to the interpretation of the story could include audiovisual, multimedia or short drama techniques.

A recorded oral/multimedia performance demonstrating the candidate's storytelling skills is recommended. An observation checklist is recommended to be used in conjunction with video evidence of the performance.

For Outcome 3, evidence of reviewing the effectiveness of the interpretation could be generated through a dialogue with the audience in which candidates respond to questions with relevant information. Alternatively, other brief written and/or oral evidence could be generated.

The level of attainment required for successful completion of the Unit should represent satisfactory attainment of the Outcomes and, by inference, satisfactory coverage of all Performance Criteria.

Care should be taken to ensure that sufficient time is allowed for support and reassessment of candidates if required. If reassessment is required, it should consist of a fresh assessment instrument.

If a centre wishes to design an alternative assessment for this Unit it is recommended that the instrument of assessment should be submitted to SQA for prior verification.

### 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 Communication 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)

**Unit title:** Storytelling in the Celtic Tradition (SCQF level 6)

### Opportunities for developing Core Skills

In this Unit candidates will develop a knowledge of a wide range of Celtic story genres, develop and understanding of storytelling in the Celtic tradition and present a personal interpretation of a Celtic story.

Candidates will:

- ◆ Describe a range of storytelling techniques
- ◆ Identify a selection of traditional Celtic stories
- ◆ Research and evaluate the key elements of a range of Celtic stories
- ◆ Present a personal interpretation of a Celtic story using audio-visual or multi media techniques

This means that as candidates are doing this Unit they will be developing aspects of the Core Skills of *Communication*, *Problem Solving* and *Information and Communication Technology (ICT)*.

In addition candidates may develop aspects of the Core Skill of *Working with Others* through group research activities, discussion and peer review.

### 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)



## History of changes to Unit

Version	Description of change	Date

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