

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

**Hanover House
24 Douglas Street
GLASGOW G2 7NQ**

NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number- 0061256 -Session- 1986-87
-Superclass- LC

-Title- COMMUNITY DRAMA - DRAMA/GAMES SESSIONS

-DESCRIPTION-

Purpose A Specialist Module which will normally be taken as part of an integrated programme of Drama/Theatre Arts Modules. This module is designed to provide an opportunity for students to acquire basic Drama/Games session techniques. Together with 01255 Community Drama - Basic Skills and 01257 Community Drama - Production 5 it provides a basic training in Community Drama.

This module provides opportunities to apply skills developed in 01259 Stage Make-up, 01260 Acting, 01261 Voice, 01262 Theatre Skills and 01264 Movement and Dance in the field of Community Drama.

Preferred Entry Level Acting and/or theatre skills and motivation, to be assessed through audition and interview. Experience gained through General Modules in Drama/Theatre Arts (01284-01291) or equivalent would be useful.

This module will normally be taken as part of an integrated programme of Drama/Theatre Arts Modules. (See Programme Guidelines).

Learning Outcomes The student should:

1. know and use a range of drama/games session techniques;
2. prepare drama/games sessions for particular groups;
3. lead drama/games sessions.

Content/
Context

Students should develop skills in preparing drama/games sessions to match particular interests. Factors which students will have to consider will include eg. age, maturity, level of handicap. Games will have to be devised to correspond to the available physical space.

Corresponding to Learning Outcomes 1-3:

1. In group sessions students should learn games suitable for:
 - (a) different ages, maturity and level of handicap, and,
 - (b) different physical spaces.
2. Students should plan different types of sessions in groups using themes and linking various art forms.
3. Students should lead games sessions in class and/or in the community.

Suggested
Learning and
Teaching
Approaches

The main emphasis should be placed on the student's development of the skills required to lead drama/games sessions for particular groups.

Assessment
Procedures

Formative assessment should operate as an integral part of learning and teaching in the module. It may include self-assessment, assessment by peers and assessment by the tutor.

The performance criteria which follow provide tutors and students with a statement of the minimum performance which is judged to be acceptable in the key aspects of each learning outcome. Many students, given the opportunity and encouragement, may go well beyond the minimum performance. A decision on whether or not a student has achieved the criteria should be taken only after she/he has had the benefit of additional teaching support in areas of weakness and the opportunity to revise, redraft or rework unsatisfactory efforts.

Learning Outcome 1

Assessment Procedure

observation of the student's work during the module

Performance Criteria

The student knows and uses a variety of community drama games.

Learning Outcome 2

Assessment Procedure

observation of the student's work during the module

Performance Criteria

The student plans and prepares a variety of different types of drama/games sessions at a level which is acceptable.

Learning Outcome 3

Assessment Procedure

observations of the student's work during the module

Performance Criteria

The student leads games sessions at an acceptable standard for Community Drama.